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ABSTRACT

This document comprises a modular syllabus for a college education course for teaching open education in elementary and secondary schools. The aims of the course are to introduce students to open classrooms, to introduce a developmental approach for the teaching of a sense of history, to offer students a chance to use the techniques in an open classroom style, and to develop a learning group workshop format to contribute to the growing body of literature on open classroom teaching. The course takes a humanistic approach to education and examines the following major topics: (1) the development of a personal sense of history, (2) the developmental approach, (3) the contract system, (4) the modular syllabus, and (5) unified educational philosophy and techniques. Sample diagnostic and performance forms and learning activities are incorporated throughout the document. One other diagnostic test is available as SO 008 710. (Author/JR)

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Modular Syllabus: Open Classroom Teaching for Social Science Teachers

Lester Jay Humphreys

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MODULAR SYLLABUS

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"Open Classroom Teaching for Social Science Teachers"

Spring, 1974

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Course given at
Wesley Graduate School
of Education

00003

TABLE OF CONTENTS

Introduction
Modular Syllabus
Planning Sessions
Technique Options
Personal History Form
Diagnostic Pre-test
Teaching History Developmentally
Suggested Activities
Calendar and Worksheet
Calendar
Using a Modular Syllabus
Phases in Developing a Modular Syllabus
Contract Forms
Using Learning Contracts in an Open Classroom
Sample copy of contract
Negotiating the Contract
Resource Lists and Suggested Activities
Whole Learning Charts
Contracts and Contents
Library
Evaluation Seminar
Evaluation
Hedgehogs and Foxes
Concepts of Unified Education
Techniques of Unified Education
    Whole Learning Charts
    Linkage Exercises
    Whole Problem Exercises
    Universals Exercises
    Archetype Exercises
    Model Exercises
    Analogy and Metaphor Exercises
    Evolution Exercises
    Deviance Exercises
    Integration Exercises
Teaching and Developing a Sense of Chronology
Conclusion

Introduction

My aims for this seminar are:

1) to introduce to you some open classroom and unified educational theories and techniques that you might wish to use in your own classrooms;

2) to introduce a "developmental approach" for the teaching of a "sense of history" for all people (K-College);

3) to offer you a chance to use the techniques that we will discuss so that you will know what it feels like to be taught in an open classroom style; and,

4) to develop a learning group workshop format in which your work as well as my own contribute to the growing body of literature about open classroom teaching (i.e. I would like us to publish a pamphlet at the end of the seminar that will describe what we have learned together in some of the "uncharted" areas about which we will be thinking).

From my first meeting with you I gathered that some of your aims include:

1) Developing your own "sense of history";

2) Discussing some of the theory and technique options that we listed on the blackboard;

3) Receiving credit for the work that you do;

4) Doing some new reading and thinking in fresh areas; and,

5) Getting to know each other.

What other primary aims do you have for the seminar?

Modular Syllabus

This is a modular syllabus. It is a "process" rather than a "product" syllabus. As the semester

develops we will be adding to the information and activities that the syllabus will contain.

A modular syllabus is one of the keys to effective open classroom teaching.

I think it would be unprofessional if a doctor were to walk into a clinic and order 5cc of penicillin for all of the people there without even looking at them or talking with them. By the same token, I think it is wrong for a teacher to walk into a class with a neat syllabus tucked into his or her briefcase. To carry the analogy further, a doctor who prescribes a uniform dosage of medication for all patients is like a teacher who assigns one textbook for all students. Some people will die from penicillin reaction just as some students "fail" from "textbook turn-off".

Every open classroom teacher should have a list of three or four hundred basic resources in his or hermind that he/she can suggest for work by their students (just as a doctor uses a pharmacy - or a lawyer uses his case study precedents).

In open classroom teaching, the teacher provides suggestions and alternatives (i.e. ample structure) and the students are free to choose (or add to) these various inputs.

Thus we have had our first "planning session" for the seminar:

Planning sessions

The planning process is crucial to the success of open classroom teaching. In terms of the alternative educational models that we discussed at our planning sesssion:

autocratic model
liberal model
open classroom model
unified educational model
free school model

the planning that goes on in an open classroom should be a balance of three forces (a delicate balance indeed):

1) the expectations of what the teacher thinks should be learned;

2) the expectations of what the students think should be learned; and,

3) the expectations of what the institution (school) think should be taught.

No one of these three should completely dominate the other two. If only the teacher's wishes are written into the syllabus, this is an autocratic model. If only the student's wishes become the course outline, then this is a free school model. And if only the institution (e.g. a departmental set of lesson plans or performance objectives) sets the goals for the course, then this is a "reformed" (i.e. post 1958) liberal model.

Finding the blend of the three sets of expectations listed above will be one of your hardest tasks as an open classroom teacher.

The teacher as a professional diagnostician must be able to make judgments concerning "where the students are at"; what kind of content material and resources they are ready for and can use successfully; what kind of learning that he or she as a teacher can do in the classroom (if teachers themselves don't continue to grow and learn then they too become turned off by their classrooms); and, what kind of content has been mandated by one's department, school board or supervisor that is essential to the subject being taught.

Thus the teacher's first job in planning a course of study is to find out what expectations are focused on the classroom from all sources.

What I usually do for my classes is spend two or three weeks before the class begins articulating to myself these lists of institutional and personal expectations. I come to the first class prepared with a long list of content options (usually "topics" - but they could be skills, tools, etc), to present to the students for their consideration.

This is one of the things that makes open classroom teaching different from free school teaching:

> Open classroom teachers provide alternatives and the students are free to choose from among them.
>
> But the students are not free not to choose. They must do something. And that something must satisfy the expectations of not only themselves, but their teachers and schools (and even society itself) as well.

Technique options

At our first planning session, I introduced the following options:

1) Discuss the five alternative educational models:

   autocratic
   liberal
   open classroom
   unified education
   free school

2) Discuss the following techniques from the open classroom model:

   learning contracts
   learning groups
   modular syllabus
   planning sessions
   evaluation seminars
   group contracts
   diagnostic work
   developmental approach
   individualized instruction

3) Discuss the following techniques from the unified educational model:

   rigorous generalizations
   whole learning exercises
   linkage exercises
   metaphorical (synectic) exercises

4) Teachism and attitudinal education

5) Field experiences
   e.g. "Yellow pages" exercise
   process observation exercise

In our discussion, you added a sixth area:

6) Developing your own personal sense of history.

From this list you chose to emphasize as major topics for the semester:

   Developing your own personal sense of history.
   The developmental approach
   The contract system
   The modular syllabus
   The Unified Educational philosophy and techniques

These will be our group topics.

Some of you indicated that on your individual contracts you would like to include work on "teachism" and perhaps "process observation" in my classroom work at Boston State College.

You also shared your recent experiences with the literature on learning theory (and we couldn't decide what that term meant) so that I could begin thinking about resource lists for your contracts.

In terms of the process that we went through last session, you should now be aware of a few things:

1) It is very difficult to get a group to do group planning. The dominant liberal model in our educational upbringing has left you with limited experience in participating in the planning of your own courses. Usually, the teacher does all the planning.

2) Making decisions as a group means that the teacher does not "cop out" (I told you what I wanted to do and what I thought you "should" do this semester).

3) Decisions can only be made slowly and on the basis of clearly articulated alternatives.

4) Choices must be REAL.

5) Concensus agreement (i.e. something for everyone) is (for me at least) the ideal decision making process. "Voting" in a planning session means that the minority gets shafted.

6) It is easy to avoid making decisions, and the teacher's function in an open classroom is to put pressure on people to decide. Students must not be free not to choose.

Next Session

Next week our topic for discussion will be:

"THE DEVELOPMENTAL APPROACH TO TEACHING A SENSE OF HISTORY"

We should also finish our planning session by filling in a calendar of the major topics and the amount of time that we will spend on each.

All of you should begin thinking about your own individual contracts and start doing the following diagnostic work:

1) read the copy of the Modular Syllabus from my history of ideas class

2) do the workbook HISTORICAL SENSITIVITY

3) do the diagnostic pre-test

4) do the personal history form

(N.B. All of the above will be left in the Graduate School office Thursday)

5) begin collecting resource lists on the topics, plus general reading that you wish to contract to do.

6) Begin thinking about the writing that you will want to do.

7) Begin thinking about what you want me to contract to do for you.

PHP-1

PERSONAL HISTORY FORM

You need not answer any of these questions if you feel that they are an invasion of your privacy.

Name_____

Address_____Zip_____

Telephone_____ Age_____

How fast can you read (with reasonable comprehension)?

How many books did you read last year?

Name a few of the titles and authors:

What journals and magazines do you read regularly?

What newspapers do you read regularly?

Do you read any foreign language journals or newspapers?

Diagnose your writing skills:

Style: oral/colloquial
narrative/ descriptive
analytic/ interpretive

Skill level: sentences
paragraphs
essays
theses
books
(How well can you write at each of the levels above?)

Diagnose your ability to do research:
(How well can you use libraries, handle a mass af data, etc.)

After having gone through the workbook HISTORICAL SENSITIVITY, tell me which stage(s) you will need work on:

Stage I - Sense of Personal History
Stage II - Sense of Oral History
Stage III - Sense of Archival History
Stage IV - Awareness of Content Data
Stage V - Sense of Linear Chronology
Stage VI- Analytic Interpretive Ability
Stage VII - Abstract Hypothetical Ability

What is your strongest virtue?

DIAGNOSTIC PRE-TEST

1) What is the difference between a primary, a secondary and a tertiary source? Cite an example of each.

2) How do historians determine fakes and forgeries?

3) How do you "gut" a book? How do you decide whether you want to read a book or not?

4) Do you know the names of any famous historians? If so, describe a theory put forth by one of them?

5) What are the names of some journals that deal with historical topics?

DPT-2

Identify as many of the following as possible: (Cite dates or general periods (centuries) when you can)

Bhagavad Gita-

Sundiata Legend of Old Mali-

John F. Dulles-

Frederick the Great -

Holy Roman Empire-

Roman Empire-

Samurai-

Kingdom of Ghana-

Gilgamesh Epic-

The Vinland Map-

The Byzantine Empire-

Otto v. Bismarck-

Dostoevskii-

Montezuma-

Galileo-

The Limits to Growth-

Aristophanes-

J.S. Bach-

Martin Luther-

The Enlightenment-

The Kama Sutra-

Oswald Spengler -

The Gregorian Calendar-

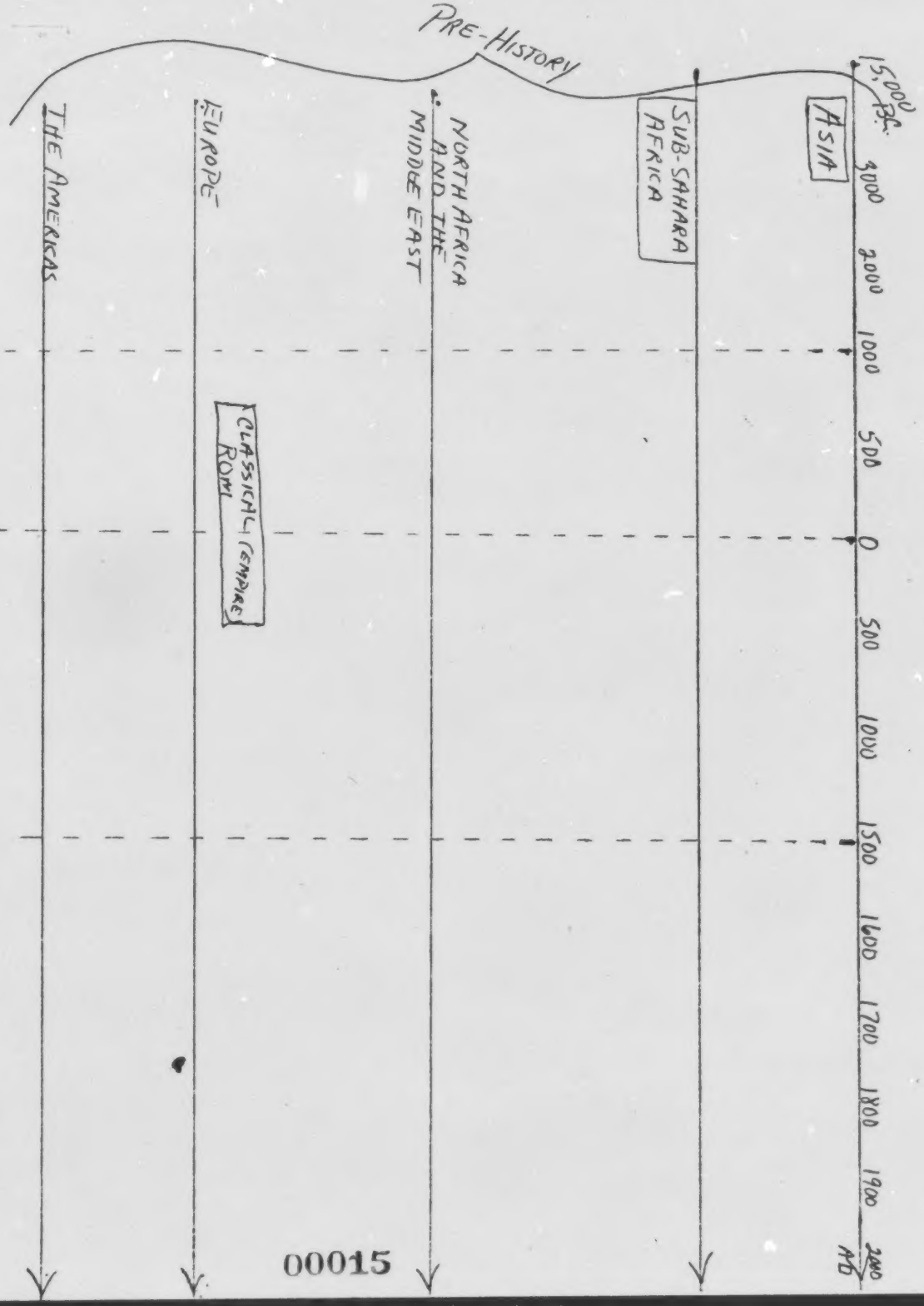
The Russian revolutions

The Renaissance

Courtly Love

DPT-3

Construct a whole learning chart listing all of the major periods and civilizations from world history that you can recall (cf. example):



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Teaching History Developmentally

We talked this week about the process of teaching history developmentally - using a seven stage schema:

STAGE I - Sense of Personal History

This is the earliest and deepest sense of history. It is an awareness of duration - time - past, present and future. Children begin to develop this awareness when they ask "Where did I come from?" "What happened last Christmas?" and "When will I die?". For adults, this stage represents an ability to place their lives in a kind of cosmic perspective.

STAGE II - Sense of Oral History

In this stage, history is "once upon a time". It is the flavor of hearing about King Arthur or Robin Hood for the first time. It is narrative history as story telling. Children can begin to "feel" far away places and times through the stories, myths and legends that they hear. Adults exhibit this same awareness when they have a good ear for anecdotes, biographies and jokes. Adults can recall "hearing" President Kennedy's voice.

STAGE III - Archival Sense of History

People of all ages get in "touch" with the past through tactile stimuli - the "feel" of an old leather bound book published in 1797 - going to a museum, library or archives and leafing through old correspondence. The microfilm reader has taken much of the joy out of getting in touch with this sense of the awareness of the past, but children can discover it easily in old trunks, stamp collections and finding a long forgotten favorite book. In terms of adult education, this stage is represented in one's ability to handle a mass of data (e.g. a huge stack of mail and mimeo material); one's own file system; library research methodology, etc.

STAGE IV - Awareness of Content Data

A full sense of history must be based upon knowledge of data. Unfortunately, some teachers teach as though "facts and dates" were the "only" thing that counts in history. This stage (i.e. Columbus sailed the ocean blue in 1493") is where most students get "turned off". Without purpose or context, content data is like memorizing a shopping list for a grocery store.

STAGE V - Sense of Chronology

Phase one - Linear Sense of Chronology

Phase two - Multi-linear Sense of Chronology

Phase three - Three dimensional Sense of Chronology

Having a "sense of chronology" is only vaguely related to knowing "dates" (Stage IV). Rather, it is an awareness of periodization - a context in one's mind for large blocks of time representing major periods and civilizations throughout all of the history of all of the world's past, present and future.

Many teachers know a lot of dates, but do not have a sense of chronology - even a phase one sense. They believe that a "time line" that is chock full of dates will teach chronology. It will not. It is merely a shopping list turned sideways and read from left to right.

The first step is to begin slowly building an awareness for those major civilizations and periods that seem to the teacher to be important. Students need not necessarily know anything about the Kingdom of Ghana to place it on a chronological and geographical grid (whole learning chart) - though it will probably enhance their feelings if the stories and myths about that kingdom (as well as a few facts and dates) are articulated.

Phase One Linear Sense of Chronology simply means looking for the forests in history rather than the trees.

Phase Two becomes more complex because the teacher tries to show the points at which various major cultures had come form of contact with each other. Most teachers of history that I know do not have this multi-linear sense of chronology. They cannot say what was happening in China, Mexico, Europe and Africa around 1200 AD for example. Nor can they use the Unified Educational conecpt of "linkage" to go from classical Greece to classical Rome to the Byzantine Empire to Kievan Rus' to the Mongol Empire to the Ming Dynasty, etc.

Without this "whole world" sense of chronology, I do not believe that any student can develop a sense of history. He/she may become a technician of merit, but there will be no sense of duration.

STAGE V - Sense of Chronology (cont.)

Phase Three in developing a sense of chronology is pure sculpture. My fantasy is that someday someone will build a fifty foot tall sculpture history of all of the major periods and civilizations in the world for the Prudential Center Plaza. The sculpture whould grow year by year.

STAGE VI - Analytic Interpretive Ability

At this stage students are usually taught to analyse the past (often without either "knowing" or "feeling" it). "What were the CAUSES of....?" and so forth. History as a discipline begins to develop around this phase in the schema. All of the techniques for criticism that go into the making of a specialty go into it. Sometimes skip stages IV and V and begin working at th.. stage - thus they can do a dandy analysis, but it is in a vacuum.

STAGE VII - Abstract Hypothetical Sense of History

At this stage, people begin to think by analogy, metaphor, and proverb. Children can do this when they compare the life span of their pet rabbit to that of a civilization. Adults - like Spengler, Toynbee, Turner, etc. do it when they construct abstract models for the history of the world.

All of these stages overlap.

All of these stages can be found in people of all ages.

Some people are weaker or stronger in their development in any one of the stages. Thus it is the teacher's function to have a diagnostic tool for measuring "where the students are at".

Please do not think of these stages as a step-ladder.

The mistake that I think is made by many teachers is to teach only at one stage (e.g. the lecture course that works only at Stage IV - or the seminar that works only at Stage VI).

Successful open classroom teaching means to me that there will be "something for everyone" at the variety of levels of their needs.

Thus every "good" history class should have something from every stage for every student every day. This would be true individualized developmental learning.

And it's not as hard as it sounds:

Applications:

	Development of history as a study	Development of verbal ability	Personal Development
STAGE I			
STAGE II	The earlies histories of peoples are personal and oral history (myth, etc.) Then come chronicles and finally abstract models	From birth people develop sounds	Plug into this schema Erikson, Kohlberg, Piaget or any other personal growth writer
STAGE III		words	
STAGE IV		phrases	
STAGE V		sentences	
STAGE VI		paragraphs	
STAGE VII		essays theses book styles.	

	Each class can be taught developmentally	Each course can be taught developmentally	Contracts aan be laid out developmentally	Historical Sensitivity is laid out developmentally
STAGE I				
STAGE II	usee some of the techniques listed on the History of Ideas modular syllabus for work at each of the stages		see copies of the learning contracts in modular syllabus	Chapters I,II
STAGE III		PRIMARY SOURCES		II,III
STAGE IV				III,IV
STAGE V		WALL CHARTS		
STAGE VI		SECONDARY SOURCES		IV
STAGE VII		TERTIARY SOURCES		

Whole school curricula can be laid out developmentally as well (K-adult ed).

And finally, departmental curricula can be laid out developmentally - cf. the "working papers" that I will give you.

It should be obvious that to teach a "sense of history" developmentally in either your classes or your schools will mean turning some things absolutely upside down from the way that they are now done. For example, no class should ever start with a textbook (a tertiary source). That shouldonly be for a few individuals at the end of the year who are handling Stages VI and VII well and who are strong in Stage V. Thus, each course would start with Primary source materials (diaries, journals, newspapers, old books, eyewitness accounts, etc.) and only after people have been "turned on" should secondary sources (analytic books, journal articles, etc) be added:

EVENTS

EYEWITNESS ACCOUNTS
(Primary sources)

HISTORIAN"S ACCOUNTS
(Secondary sources)

TEXTBOOK ACCOUNTS
(Tertiary sources)

The farther that one gets away from the actual events themselves, the more boring history becomes.

Thus there will be problems if you try to structure your courses developmentally using an individualized system of instruction:

Your supervisor/administrator/department chairman will soon notice that sometimes you are teaching "below" your grade level. (He probably will not notice that sometimes you are teaching "above" your grade level).

You must have an adequate diagnostic tool (or set of tools) to determine students' strengths and weaknesses at each stage. The workbook Historical Sensitivity works for me, you may have to devise your own tools.

(My belief is that Historical Sensitivity can be used from grade 9 through adult education.)

Another problem is that the system is too "neat". It can easily be abused by having people labelled - or pigeon-holed. This is the danger of any developmental system, and you must avoid it.

Finally, you will probably find that if you begin teaching individually, diagnostically and developmentally, that your school system itself is structured to oppose your aims (lesson plans, common textbooks, departmental curricula, etc.)

As open classroom (or unified educational) teachers in a traditional system based on the liberal model, you must blend:

your own expectations
your students' expectations
your institution's expectations

Always check out everything you do with your department chairperson. If you are afraid to do so and do not, sooner or later you will be fired. If you do it openly, there is a good chance that you will get much needed support. Most chairpersons get into their positions because they have leadership ability. Without their support (or at least neutrality) you are dead. This is the first lesson for people starting out in whatis now called "survival teaching".

Suggested Activities for Future Meetings

Last week you were given two options for work during the last hour (a whole learning chart - sense of chronology; and a whole learning chart - developmental curricula for an 8th grade class). You chose the former.

My suggestion to you for our next meeting was that we deal with the topic:

MODULAR SYLLABUS

You accepted this suggestion. Now I would like to ask that wergo ahead with our planning session and set up the topics for the rest of the semester: (cf. MS-5)

THE CONTRACT SYSTEM
- Diagnostic work
- Negotiations
- Evaluation

THE PHILOSOPHY OF UNIFIED EDUCATION
- Individualized Instruction
- Techniques
- Models

DEVELOPING YOUR OWN PERSONAL SENSE OF HISTORY
- Case study method

I would also like to suggest some other options:

1) we visit each other's classes
2) we try out a system
3) we develop a diagnostic tool (K-8)
4) we publish a pamphlet jointly at the end of the course (copyright and all) called:

"Open Classroom Teaching for Social Science Teachers"

Calendar and Worksheet

February 5 - Introduction and planning session (MS 1-12)

February 12 - TEACHING HISTORY DEVELOPMENTALLY

February 19 - Vacation

February 26 - MODULAR SYLLABUS

March 5-

March 12-

March 19-

March 26-

April 2-

April 9-

April 16 - Vacation

April 23 -

April 30-

May 7-

May 14-

May 21-

Calendar

February 5 - Introduction and planning session (MS 1-12)

February 12 - "TEACHING HISTORY DEVELOPMENTALLY" (MS 13-19)

February 19 - Vacation

February 26 - "MODULAR SYLLABUS" (MS 20-

March 5 - "USING LEARNING CONTRACTS IN AN OPEN CLASSROOM" (MS

March 12 - "Negotiation of Contracts and introduction to:

"HEDGEHOGS AND FOXES"

Sub-topic: "Greek Lyric Poetry"
"Plato and Aristotle"

March 19 - Sub-topic: "Paul and Peter"

March 26 - Sub-topic: "The Buddha and Confucius"
"Mithra"

April 2 - Sub-topic: "Augustine and Aquinas"
"Luther and Loyola"

April 9 - Sub-topic: "Kutuzov and Napoleon"
"The Scythians"

April 16 - Vacation

April 23 - Sub-topic: "Tolstoy's Concept of History"
"Marx and Lenin"
"Trotsky and Stalin"
"Nkrumah and Nyere"
"The True Believer"

April 30 - "CONCEPTS OF UNIFIED EDUCATION"

May 7 - "TECHNIQUES OF UNIFIED EDUCATION"

All contracts due by May 10, 1974

May 14 - "TEACHING AND DEVELOPING A SENSE OF CHRONOLOGY"

May 21 - "USE OF EVALUATION SEMINARS"

"Using a modular syllabus"

During the last session we discussed the use of a modular syllabus in an open classroom.

A modular syllabus is a process syllabus. It can grow and change as the interests and research of the class develop. Its main funtion is to respond to the articulated needs of the students as well as the instructor and institution that he/she represents.

It is through a modular syllabus that a "blend" of the expectiations mentioned on MS-3 takes place. My original intent was to spend more time on the theory behind the practice of developing a "sense of history" in a classroom. Your emphasis clearly was on fulfilling the expectation that you would develop your own sense of history so that you yourselves could be better teachers of social studies. What resulted from the interface of these objectives was our calendar for group work (MS-20).

I am not fully satisfied with this calendar. And your response during the next session will tell me the extent to which you believe it meets your expectations.

I gave you a variety of options to choose from including mythology and history, literature and history, famous quotations and history, the concept of time and history, and so forth. Included in these options was the major topic: "Hedgehogs and Foxes" based upon the assumption that there are archetypical models throughout history representing monist, dualist and pluralist positions. You chose this as your major approach to developing your own senses of history, and I accepted your choice. We then spent a few minutes deciding how much timeshould be spent on this topic.

From this data, I re-wrote the contract and inserted sub-topic options that seem to me as an historian to deal best with the overall topic. We may decide to change these. But for the time being, we now have a clear set of directions in which to move for the rest of the semester.

In your own teaching, you will find that as students become more and more familiar with the practice of setting up a modular syllabus that the process will move more quickly and smoothly.

It will still be difficult. Your primary task in an open classroom is to allow some freedom for people to choose while at the same time making sure that you yourself do not "cop out" and allow the students to do only what they wish to do.

Your task will be especially important for two reasons: first, many students will not really know what they want to learn (or what you think they ought to learn); and secondly, you will find it very difficult to achieve a consensus among the students. The goal of this latter function is to have "something for everyone" with "noone having everything".

Individualized instruction is basically incompatible with large group instruction. But you can construct balanced small group instruction topics around common themes that will still allow individuals to choose the means by which they approach these group topics.

A modular syllabus is one of the few ways of doing this. It allows for input from students, faculty and administrators and in theory should maximize the number of choices that an individual makes within the course. This may sound contradictory. But it really isn't:

→ Open classrooms create free choices by providing "structure" (usually developmentally).

This is what makes open classroom teaching different from "free school" teaching. My experience in free schools leads me to the conclusion that students there are not really as free as students in an open classroom: The reason for this is that in free schools students must spend so much time building their own "structures" that they have little time left over to make choices within them.

The key to successful open classroom teaching is for a teacher to diagnose needs and then incorporate a kind of prescriptive structure that will satisfy those needs.

Some students need more structure than others: some will want only to be told what to do - others will want only to be left alone to do individual independent study projects. The teacher's role is to balance these two extremes through planning sessions. The vehicle for this is the modular syllabus.

Phases in Developing a Modular Syllabus

You are yourselves experiencing the development of a modular syllabus. Thus as teachers you will know what it feels like for your students when you lead them through the same process. As guidelines, the following are the phases through which a modular syllabus must develop:

Phase I - Pre-planning - This is the work that you do prior to the time that the class meets. You must articulate your own expectations for the course. Then you must check these out with your supervisor to determine whether there are other institutional expectations that you must fulfill. And finally, you must come to the first class prepared with an initial list of options for the students.

Phase II - Planning Sessions(and Introduction)

If your students are already familiar with open classroom techniques, then they will need no "introduction" to the options available (e.g. the traditional teacher neednot spend any time explaining what a lecture is to students since they already know about this technique. On the other hand an open classroom teacher may need to spend some introductory time talking about what a modular syllabus, planning sessions, evaluation seminars, whole learning charts, diagnostic work, etc. are since students may have had no experience with these open classroom techniques.)

We have talked before about planning sessions and the delicate balance of consensus that is their primary goal. By now you know some of the pit-falls surrounding successful planning sessions: students who refuse to articulate their expectations; students who don't know what their expectations are; teachers who are unskillful at offering options without imposing their own expectation upon the group with a heavy hand; etc.

You can avoid these pit-falls by 1) doing full pre-planning, and 2) having wide open ears and high sensitivity to what students are saying. Since many students are unfamiliar with the freedom of expressing their own needs in the classroom, you will have to watch body movement, listen for subtle words, and be receptive to the slightest and most delicately tentative inklings that your students will transmit. Watch their eyes. Listen for phrases like "I wish..." and so forth.

The success of a planning session also hinges on a clear articulation of your own pre-planned expectations. Without this as a sounding board, your students will become very confused, and you will fail to lead them into areas of commonality in which all can have a share.

Phase III - The Contract System

I know of no other way to more clearly delineate expectations than the contract system. Early in the process of the semester the student must write down on a piece of paper what it is that he/she will do for the semester (or contract period).

Learning contracts are simply statements of goals on paper.

They are a blend of expectations and a vehicle for evaluation.

They replace the traditional "final" examination

which is usually "after-the-fact" (and thus of limited value in terms of students' growth) with a "process evaluation".

Contracts may be laid out developmentally (as ours will be). They may be laid out in chronological phases (i.e. when one section is complete students go on to the next). They may also be laid out qulitatively and quantitatively so that a "grade" can be attached to them.

Using learning contracts as "grade" contracts does however introduce the element of "power" into the negotiating process. Whereas the negotiation of a straight learning contract rests upon the "authority" of the teacher (i.e. professional expertise), the negotiation of a grade contract rests upon the ultimate "power" of the teacher to give or withhold a grade.

In terms of transactional analysis, the grade contract can easily be subverted into a "parent/child" relationship ("Do what I like and I'll give you an 'A'"). A straight learning contract has only the authority of persuasion on the part of the teacher, and recognition of expertise in the teacher on the part of the student.

Specifically, an "imposed" contract is not really a contract at all (cf. Ken Ernst, Games Students Play) The teacher simply says do this for an A, this for a B and so forth. It is a pure parental power trip - no matter how good intentioned.

Instead, contracts should optimally be "negotiated". In the labor management analogy this means that the student really does have the option to say "No, I don't want to do it your way. I want to try it my way and if I make a mistake then I will take responsibility for it."

The advantages of this approach are obvious. It brings out the "adult" in both the student and the teacher.

In terms of procedures, there are certain stages in the use of a contract system:

Stage I - Articulation of expectations

Stage II - Providing resource lists on the skills and content to be covered

Stage III - Providing sample contracts so that the students are fully aware of your expectations

Stage IV - Providing blank copies of contract forms to help students organize their work

Stage V- Negotiating the contract on the basis of diagnostic tools

Stage VI- Implementation (and possible re-negotiation of the contract)

Stage VII- Evaluation throughout the contract period leading to certification that a contract is complete.

Diagnostic Materials and Process evaluation are a significant part of the successful use of a contract system. The teacher must know at the beginning "where a student is at"; must monitor that student's progress through regular evaluation of contract work; and must be able at the end of the semster to certify that the work has actually been done.

The diagnostic tools that I use are:

A personal history form (cf. MS 8-9)
A diagnostic pretest (cf. MS 10-12)
And a diagnostic workbook
Historical Sensitivity

I made up these diagnostic tools because I could find no other commerically available ones to use. As I have mentioned, the workbook Historical Sensitivity can be used diagnostically from grades nine through adult education, and my hope is that one of you will devise a developmentally oriented diagnostic tool for k-8 to package with it.

In terms of process evaluation, the teacher builds into the system a kind of "quality control" by having frequent "due dates" (i.e. periods of closure) when work is submitted (CF. Modular Syllabus for my History of Ideas class this year). Papers can be submitted in outline, draft and final forms at different times so that the teacher can monitor the quality of the work being done (while it is being done - nothing is more deflating to a student than to turn in a fully completed project and have the teacher reject it as "unworthy" because a simple, correctable, error was made in the first stages of the development of the project).

You can also build "quality control" into your contracts by developing levels of sophistication in the work being contracted for: i.e. there is a difference between a "narrative/story telling paper" and an "analytical paper".

After students have been exposed to the practice of negotiating individual contracts you may then add a group contract format. But go slow on this. Wait until the students are ready. And by all means have your classes themselves structured as intensive

learning groups (i.e. groups of not more than five students with stated group goals- cf. the second semester modular syllabusfor my History of Ideas class, MS 70-78).

Summary of Phase III: Applying the contract system in an Open Classroom: The key to the success of a modular syllabus lies in the clarification of its expectations. The critical vehicle for this clarification is a contract system based on "real" negotiations of clearly stated expectations. There are a number of stages that a teacher must go through in the process of implementing this vehicle for clarification - but the end result is always the same:

> individualized instruction in a small group classroom setting based upon the teacher's professional diagnostic ability - This is the primary goal of the contract system.

(N.B. Our topic for discussion in our next session will be the use of learning contracts in an open classroom. You may wish to add some notes here:

Phase IV in the development of a Modular Syllabus: Implementation and reassessment - This phase in the use of a modular syllabus follows the contract implementation phase and continues throughout the semester.

Class discussions, individual projects, group work, field trips, resource and research activities, "product" preparation, and student "publication" of their ideas are all part of this phase.

In practice, the implementation and growth phase should comprise the bulk of the work of the semester. All of the content and affective learning goals set out in the planning sessions and contracts should be worked through both for individuals, and the class as a whole. This is the area where the teacher's expertise in presenting content and affective data in a variety of exciting ways is measured.

There are traditional techniques that work during this section. And you may wish to invent a number of your own techniques to complement these. For example, I have worked out a whole list of techniques (cf. MS 10-12 of the Modular Syllabus for my History of Ideas Class) including "whole learning exercises","linkage exercises" and so forth that work for me.

You can develop your own technques. And you can use the resource lists that follow to find out about "mini-courses", "personal growth exercises", etc. All of these new (and not so new) techniques are options for the open classroom teacher. You too are free to choose (but not free not to choose).

This is one of the nice things about open classroom teaching: teachers make choices, decisions, judgments, experiments, etc. just as do the students.

Phase V - Evaluation and closure. A modular syllabus must always come to a close. It may be disconcerting to your department chairperson that you cannot give him/her a copy of your syllabus at the beginning of the semester. But you must certainly be able to do so in stages throughout the semester (with a final completed copy at the end).

You will no doubt have noticed that this turns the whole process of using a syllabus quite upside-down.

Instead of the syllabus being a "product" issued at the beginning of the semester (withappropriate daily"lesson plans" that accurately predict what your students will be doing eight or ten weeks later - and these lesson plans can be an albatross if you get "behind schedule" or "off the track"), what you will be giving you department chairperson is a "process" in which there will be constant feedback, change and growth.

What the students' learn most from this is that learning is not a pre-ordained packet of knowledge that must be absorbed "on schedule" - they learn that curricula change and grow in response to their needs and new discoveries - they learn how to learn.

CONTRACT FORM:

Name_____ Phone_____

Address_____ Undergraduate_____
Graduate_____

_____Zip____

PART ONE: What you wish the instructor to contract to do for you:

PART TWO: What you contract to do:

A) Diagnostic work:
Personal History Form
Diagnostic Pre-test
Historical Sensitivity
Diagnostic Post-test

B) Attend class regularly

C) Specific work on open classroom and unified educational learning theory:

due dates

Reading:

Writing:

Related Activities:

CONTRACT FORM (cont.)

PART TWO (cont.)

D) Specific work that you will do to develop your own personal sense of history:

due dates

STAGE I - Personal and biographical sense of history

STAGE II - Sense of Oral History

Stage III - Archival Sense of History

Stage IV - Awarenessof Content Data

Stage V - Sense of Chronology
Phase I - Linear Sense of Chronology
Phase II - Multi-linear Sense of Chronology
Phase III - Three Dimensional Sense of Chronology

CONTRACT FORM (cont.)

PART TWO (cont.)

D) Specific work that you will do to develop your own personal sense of history:

due dates

STAGE VI - Developing analytic interpretive Ability

STAGE VII - Developing abstract hypothetical Ability

(Student Signature) (Faculty Signature)

(Date) (Grade)

All contracts must be completed by May 10, 1974. After that date the contract is void and a grade for work submitted will be at the discretion of the instructor. This is an in-house form agreement and not enforceable in a court of law.

3/8/74

"USING LEARNING CONTRACTS IN AN OPEN CLASSROOM"

The discussion this week ranged from some of the teahhniques (and pit-falls) of the contract system to a whole learning chart of periodization and linkage within civilizations and major periods.

I would suggest that you re-read the sections of the Modular Syllabus forthe history of Ideas class (MS 1-102) in which the contract system is discussed:

Suggested Activities and resource lists
Developmental activities
Sample copies of contract forms
Blank copies of contracts
Negotiated versus imposed contracts
Individual and group contracts
Relationship of contracts to "tests" and "final exams"
Quality control in contract writing
Quantitative escalation as a danger in judging work for a "higher grade"
Grade contraats as opposed to straight learning contracts.

You read the zerox copy of the ERIC article on contracts. Recall that it contained an extensive bibliography of literature on contracts.

We also discussed the implementation of MS 20 ("Calendar") and you accepted my suggestions for content data to go with the theory of presenting historical topics in the classroom.

Please remember that each week we will be working on two levels:

A) presentation of content data in an "open classroom discussion format"

B) Analysis of the learning theory behind the way in which we are dealing with the content data.

The former should help you develop your own personal sense of history (one of your top priority goals for the course. The latter should give you the educational and theoretical basis for an open classroom teaching style.

SAMPLE COPY OF CONTRACT:

(The aim of this section is to give you an idea of my expectations with regards to the content ofa grade contract at the graduate level. It is a sample copy, and you need not follow its model. Write your own contract to suit your own needs (and those needs that I expressed to you as ones that I think you "should" have).

IF YOU USE CONTRACTS IN YOUR TEACHING, ALWAYS INCLUDE SAMPLE COPIES (your expectations) AND BLANK COPIES WITH THE FORMAT THAT YOU REQUIRE. NEVER LEAVE THE STUDENTS GUESSING ABOUT YOUR EXPECTATIONS.

CONTRACT FORM:

Name MARY MARGARET Phone 617-1234

Address 3 CENTER ST Undergraduate _____
Graduate ✓

NJ REX Zip 02111

PART ONE: What you wish the instructor to contract to do for you:

TIME TO GO TO COREY LIBRARY AND SIGN OUT PERIODICAL & REFERENCE SECTION

PART TWO: What you contract to do:

A) Diagnostic work:
Personal History Form
Diagnostic Pre-test
Historical Sensitivity
Diagnostic Post-test

B) Attend Class regularly

C) Specific work on open classroom and Unified educational learning theory

		due dates
Reading:	ARTHUR LEWIN, AND MARY TEACH	
	& MACDONALD, FIVE EXPERIMENTAL CLASSES	3/20
	C. SILBERMAN OPEN CLASSROOM READER	4/1
Writing:	(1) XEROX COPIES OF JOURNAL ARTICLES FROM RESOURCE LISTS	
	3-5 PAGE REVIEWS OF THE ABOVE	4/10
Related Activities:	READ HISTORY OF IDEAS AS	
	VISIT COREY LIBRARY	

SAMPLE CONTRACT FORM (cont.)

PART TWO (cont.)

D) Specific work that you will do to develop your own personal sense of history

. due dates

STAGE I - Personal and biographical sense of history

KEEP A JOURNAL HISTORY OF THE SEMESTERS WORK (5/1)

STAGE II - Sense of Oral History

DO SHORT BIO RESEARCH ON ALL NAME MENTIONED ON MS 20 (BY DISCUSSION DATES)

STAGE III - Archival Sense of History

COLLECT ZEROX COPIES OF 6 JOURNAL ARTICLES FROM RESOURCE LISTS IN (4/15)
HISTORY OF IDEAS MS
READ UNDERLINE MAKE COMMENTS

STAGE IV - Awareness of Content Data

SKIM - L. STAVRIANOS
THE WINDS TOTOO (4/1)
THE WINDS SINCE 1500

STAGE V - Sense of Chronology

Phase I- Linear Sense of Chronology
Phase II - Multi-linear sense of chronology
Phase III - Three Dimensional Sense of Chronology

DO 6 WHOLE LEARNING CHARTS 5/1)
ON CONTENT OF SEMESTER
DO 1 LARGE WALL CHART ON PERIODIZATION (4/1)
READ ALL BOOK TITLES IN THE HISTORY AND REFERENCE SECTIONS OF A SMALL (4/1)
LIBRARY

SAMPLE CONTRACT FORM (cont.)

PART TWO (cont.)

D) Specific work that wyou will do to develop your own personal sense of history (cont.)

due dates

STAGE VI - Developing analytic interpretive ability

READ: I BERLIN, HEDGEHOG AND THE FOX
C P SNOW, TWO CULTURES
E H CARR, WHAT IS HISTORY?
L. TOLSTOY, WAR + PEACE (2 VOLS.)
WRITE A 3-5 PAGE REVIEW OF EACH BOOK

STAGE VII - Developing abstract hypothetical ability

LATE JUNE + FIRST DRAFT DUE 4/15 FINAL DRAFT DUE 5/1

WRITE A 10-15 PAGE PAPER ON "MONISTS, DUALISTS + PLURALISTS IN HISTORY" — AND HOW TO APPLY THIS KIND OF HISTORY TO STAGES I-IV IN AN ELEMENTARY SCHOOL

(Student Signature) (Faculty Signature)

3/12/74 A

(Date) (Grade)

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Negotiating the contract

Next week we will negotiate the contracts for our work this semester. Please note that you can ask me to contract to do things for you. This is a vital part of the contract but is often ignored when teachers "power-trip" by imposing their wills upon their students. I will not "cop-out" in the negotiating process. There are certain things that (based upon my reading of your diagnostic work) I will think that you SHOULD do. I will be pushing to have these things written into your contracts. But remember that in a contract system the student must also have power. You have the right to say "no""I do not want to do that now". You must always try to bring out the "adult" decision making power within your students while at the same time balancing your own (and your school's) expectations concerning what you think "should" be taught to the students.

Students are true "learners" only whenthey have the power to choose what they will learn.

Teachers are true"instructors" only when they have the power to "instruct" (as well as lead).

Finding the balance between these two is one of the critical artistic elements in open classroom teaching. A truly elegant teacher has a "sense" for when to push - and when to allow "push-back". (Push-back is feed-back with power - Old Russian Proverb)

Each of you will watch me negotiate a contract with each other student inour mini-group.

Resource Lists and Suggested Activities

Resources are the"stuff" of learning in the open classroom. It is not enough for an elementary teacher merely to turn students loose in a classroom and say "Go do your thing with the stuff that is here." That would be like a doctor telling a patient to pick any chemical in the pharmacopaeia and try it.

Resources must be geared to each individual students expressed needs and axpectations. They should be made available DEVELOPMENTALLY so that each student is challenged - but not frustrated.

From our discussions so far, I have made some judgments about the kinds of resources that you are seeking. And I have used whatever professional expertise I have to select those resources and activities which fit both of our expectations:

Suggested Activities and Resources:

PART ONE:

Ask me to contract to get specific books for you
Ask me to take you to a library, museum, etc.
Ask me to contract to come to class regularly, provide specific resources, get films, tapes, etc.
Etc.

PART TWO:

Section C: Learning theory: Open Classroom, Unified Education, Contract learning, developmental approach, etc.

Read Modular Syllabus from History of Ideas course
Charles Silberman, Crisis in the Classroom
The Open Classroom Reader
R. Jones, Fantasy and Feeling in Education
C. Rogers, Freedom to Learn
Buckminster Fuller, Education Automation
Gary MacDonnald, Five Experimental Colleges
Howard Kirschenbaum et al., WAD-JA-GET?
The Grading Game in American Education
Rod Napier, Groups: Theory and Experience

Try Reading International, the Harvard Coop, and Paperback Booksmith in Kenmore Square for books.

Sidney Simon, Values Clarification: A Handbook of Practical Strategies
Louis Rath, et al., Values and Teaching
Merrill Harmin et al., Clarifying Values Through Subject Matter
Richarch Schmuck, Group Processes in the Classroom

Subscribe to the Humanistic Education Quarterly
Change Magazine
etc.

Write to State Department of Education and get on the mailing list for the Department of Curriculum Innovation (Kaleidoscope)

Write to the Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987 for a copy of the literature that they have available.

I have a card file of about 200 other books that you may look through to see if there are other titles that would be of more interest to you.

PART TWO (cont.)

Become familiar with a number of journals in the library that deal with educational research.

Find out about ERIC

Get zerox copies of a few of the following (read, underline and make notes)

P. Gaudia, "Piaget's theory and psychometric Intelligence" Elemtary School Journal 73: 36-43 (Oct., 1972)

J.P. Newport, "Process: Ends or means or both?" Science Education 56: 139-41 (April, 1972).

B. Haskin and K. Swich, "Indirect teacher behaviors and the creative teacher" Elementary English 50: 544-5 (April, 1973).

E.W. Eisner, "Emerging models for educational evaluation" School Review 80: 573-90 (August, 1972)

C.R. Cowell, "Group Process as Metaphor" Journal of Communication 22: 113-23 (June, 1972).

G. Salomon, "Heuristic models" Review of Educational Research 42: 327-42 (Summer, 1972).

R. Gambino, "Model Theory in Education" Teachers College Record 74: 357-67 (February, 1973).

D.D. Draves, "Give Process its Due" NASSP Bulletin 57: 68-73 (February, 1973)

M.P. Klein, "Mankind Perspective: New Change for the Social Studies" Childhood Education 49: 3-8 (October, 1972).

L. Kohlberg, "Moral Development and the New Social Studies" Social Education 37: 368-75 (May, 1973)

A. R. Geller, "Team taught course..." American Biology Teacher 35: 88-90+ (Feb., 1973)

J.V. Ellis, "Philosophical Analysis of the New Social Studies" The Social Studies 63: 315-17 (Dec., 1972).

J. Berkwits, "New Social Studies" The Social Studies 64: 17-19 (Jan., 1973)

"Can We Change the Teaching of Social Studies in the Schools" Social Education 37: 189-216 (March, 1973)

J. Guenther, "Mini-courses" Clearing House 47: 486-9 (Ap., 1973).

R.D. Barr, "Beyond the New Social Studies" The Social Studies 64: 157-9 (April, 1973).

LEARNING THEORY

B. Feder, "Case Studies: a flexible approach to knowledge building" The Social Studies 64: 171-78 (April, 1973)

J.R. Nelson, "Techniques to individualize the social studies in grades 4-8" The Social Studies 63: 328-32 (Dec., 1972)

C.E. Gray, "Value Inquiry and the social studies" Education 93: 130-7 (Nov., 1972).

W. Russell, "Extending and Unifying an Open Classroom" Childhood Education 49: 127-33 (Dec., 1972)

M.T. Hagan, "Freedom Within Order:Open Education" Music Educators Journal 59: 40-48 (Nov., 1972)

"Some Resources on individualized instruction and open education" Music Educator's Journal 59: 53-54 (Nov., 1972)

J.J. DeRolf, "Open Universtiy" Adult Leadership 20: 329-30+ (March, 1972)

R.P. Parker, "Preparing for Open Classroom Teaching" Elementary School Journal 73: 354-8 (April, 1973)

"Perspectives on Open Education" The National Elementaryr Principal 52: 9-81 (November, 1972).

P.S. Pilcher, "Open Education" Educational Leadership 30: 137-40 (Nov., 1972).

_____, "Open Education: a Case Study" Elementary School Journal 73: 59-67 (November, 1972).

"Open Classroom" Teachers College Record 74: 547-57+ (May, 1973)

S. Wasserman, "Open classroom in Teacher Education - or Putting your Money Where Your Mouth Is" Childhood Education 49: 295-301 (March, 1973).

T.R. Harvey, "Process Evaluation Design for Higher Education" Hournal of Higher Education 44: 309-21 (April, 1973)

R.M. Crane, "Future Oriented Colleges and Universities" Improving College and University Teaching 20: 120-22 (Summer, 1972).

J.G. Rice, "General Education" Journal of Higher Education 43: 531-43 (October, 1972).

"One Hundred New Books" Improving College and University Teaching 21: 77-88 (Winter, 1973)

LEARNING THEORY

A.W. Chickering, "New Model for Higher Education" Liberal Education 58: 509-19 (Dec., 1972)

Look into Empire State College and its external degree program. It is based solidly on the use of learning contracts. Cf. the Bibliography of materials listed on the ERIC printout on Learning contracts that you received.

J.P. Fry, "Interactive relationship between inquisitiveness and student control of instruction" Journal of Educational Psychology 63: 459-65 (October, 1972).

C.R. Atherton, "Lecture, Discussion and Independent Study Revisited" The Journal of Experimental Education 40: 24-28 (Summer, 1972)

K.H. Ostrander, "Unstructured Classes are not all joy" Improving College and University Teaching 20: 292-93 (Autumn, 1972)

"Evaluation" (Symposium) Improving College and University Teaching 21: 5-76 (Winter, 73).

K. Feldman, "Student Assessment of Teaching: a selected Bibliography" Improving College and University Teaching 21: 62-63 (Winter, 1973).

P. Gibbon, "Primary Source: a new tool in history teaching" Independent School Bulletin 32: 47-49 (Oct. 1972)

L. Apt, "Behavioral Objectives and History" Intellect 101: 445-47 (April, 1973).

A. Simon, "Age, Sex and history grades" Educational Research 14: 191-4 (June 1974).

D. Roselle, "Teaching about World ZHistory through Science Fiction" Social Education 37: 95-150 (Feb., 1973)

"New Uses of History" (Symposium) Independent School Bulletin 32: 47-51+)Oct., 1972)

M.F. Emerson, "Macrohistory" Independent School Bulletin 32: 317-27 (October, 1972).

W.A. DeSilva, "Formation of historical concepts throguh contextual cues" Educational Review 24: 174-82 (June, 1972)

"Alternative Schools" (Symposium) Phi Delta Kappan 54: 433-85 (March, 1973)

A. Graubard, "Free School Movement" Harvard Educational Review 42: 351-73 (August, 1972)

J. Walton, "Innovation in Education (Bibliography)" Forum 14: 97-98 (Summer, 1972).

LEARNING THEORY

"Innovation: What is Expected" (Symposium) NASSP Bulletin 57: 1-99 (February, 1973).

M.S. Branson, "Using Inquiry Methods in the Teaching of American History" Social Education 35: 776-82 (Nov., 1971)

R.F. Newton, "What's new about the new social studies" The Social Studies 63: 159-62 (April, 1972)

J.R. Palmer, "Using Historical Research in the Teaching of American History" Social Education 36: 271-9 (March, 1972).

E. Fenton, "Inquiry Techniques in the New Social Studies" High School Journal 55: 28-40 (October, 1971)

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This list in no way exhausts the journal literature that is available to you. I have selected these titles from my resource files because they are 1) current, and 2) indicate the breadth of journal names that you should be familiar with. For further resources that might interest you more, use:

EDUCATION INDEX
INTERNATIONAL INDEX TO THE SOCIAL SCIENCES
BIOGRAPHY INDEX (for specific educators)

All of these are available in the reference section of the library.

****

Then go to the bookstores listed above and look at

BOOKS IN PRINT (Subject and Author)
PAPERBACKS IN PRINT

You will find that there are thousands of titles that will interest you. You must be selective. What criteria will you use? If you find a book that sounds interesting, look at it, read the preface carefully - skimthe Table of Contents and bibliography. Then go to:

BOOK REVIEW DIGEST (in the library)

See what other people thought about the book in the reviews that they wrote of it.

****

If you still need help selecting books... ask me.

LEARNING THEORY

Writing and associated activities

Visit a few schools (use the yellow pages of the phone book) and write a comparative essay. Look for certain points: e.g. freedom of choice, learning environment, etc. Make a list of these points before you visit the school.

Do a fantasy for a "perfect" learning environment.

Visit the Unified Studies Program office at Boston State College and read the history of unified education at that school (listen to the introductory tape).

Send for a copy of a catalog for The Evergreen State College (Olympia, Washington).

Send for a copy of UMASS/Amherst's School of Education catalog (Transdisciplinary Section).

Visit several experimental colleges in the area (Tufts, MIT, BU College of Basic Studies -not really new, but based on a team teaching model - etc.,) Do a comparative essay.

Make a list of books that you would like to read this summer.

Get a copy of the "Yellow Pages of Learning Resources" and "Big Rock Candy Mountain" as well as the "Whole Earth Catalog"

Subscribe to the journal "Radical Software"

Find out about the Honeywell computer language TEACH and see if you could set up a developmental computer assisted instruction program.

Start your own "resource file" system.

My expectation for eachof you is that you will produce a significant piece of writing this semester (copyright?).

Suggested Activities and Resources

PART TWO

Section D: Developing your own personal sense of history

FIRST READ ALL OF THE SUGGESTIONS IN THE MODULAR SYLLABUS FOR THE HISTORY OF IDEAS CLASS (note particularly MS 10-12).

DEVELOPING YOUR OWN PERSONAL SENSE OF HISTORY

Select books and activities for your contracts that are based on the suggested MS activities - make sure that they fit the developmental schema:

diagnose your own strength and weakness at each of the stages (I-VII).

Use Historical Sensitivity (the workbook) to do this, as well as the Personal History Form and the diagnostic Pre-test.

STAGE I - Personal Awareness of the Past Present and Future

Keep a journal history of any new IDEAS that you think of this semester.

STAGE II - Oral and Biographical Sense of History

Do a short biographical study of each of the names mentioned on MS-20.

Place these names on blank whole learning charts.

STAGE III - Archival Sense of history

Visit several libraries... walk through them completely so that you could find information concerning a problem within ten minutes.

Collect Zerox copies of articles and journal reviews for each of the topics and books that you read.

BE SURE TO CITE YOUR SOURCES

Read these articles, underline them and make marginal notes.

Visit museums and archives - get a "feel" for the past.

Use a computer.

Make an annotated bibliography on "Hedgehogs and Foxes" of not less than 50 sources.

Get a copy of film catalogs from Boston University and The Canadian Film Board

Get a copy of J.L. Hammett's "School Supplies" Catalog.

Become familiar with all of the scholarly journals published on "History" (ask at the periodicals section desk in Copley Library).

DEVELOPING YOUR OWN SENSE OF HISTORY MS-43

STAGE V - Sense of Chronology

Do half a dozen whole learning charts this semester in our discussion group.

Read the Preface, Introduction and Chapter One of Wm. Langer's Encyclopedia of World History

Read the Table of Contents, Chapter and Paragraph headings for a text on World History (seven times) - or use seven different texts.

Make whole learning charts for sense of periodization work (cf. MS - History of Ideas - 42)

Use any of the other suggestions for this stage found in the History of Ideas MS.

STAGE VI - Analytic Interpretive Ability

Books:

I. Berlin, The Hedgehog and the Fox
C.P. Snow, Two Cultures and a Second Look
E. Hoffer, The True Believer
T. Roszak, The Making of a Counter Culture
D. Meadows, et al., The Limits to Growth

L. Tolstoy, War and Peace (use the two volume edition and look for those sections that deal with Tolstoy's concepts of history)

See the movie or video versions?

L. Wiener, Leo Tolstoy on Education
H. Butterfield, Napoleon
R. Holtman, Napoleonic Revolution
D. Pinkney, Napoleon: Historical Enigma
P. Geyl, Napoleon: For and Against
F. Markham, Napoleon
_____, Napoleon and the Awakening of Europe
M. Hutt, Napoleon
H. Fisher, Napoleon
I. Berlin, Four Essays on Liberty
L. Tolstoy, Tolstoy's Writings on Civil Disobedience and non-Violence
D. Taylor, Tolstoy's War and Peace: Review Notes
R. Christian, Tolstoy: A Critical Introduction
R. Matlaw, Tolstoy: A Collection of Critical Essays
Henri Troyat, Tolstoy
G. Noyes, Tolstoy

DEVELOPING YOUR OWN SENSE OF HISTORY

"HEDGEHOGS AND FOXES"

Go to the library and be prepared to discuss each of the individuals mentioned on MS-20

Do analytical books reviews for several books (or several individuals)from the point of view of the thesis.

USE BOOK REVIEW DIGEST - GET ZEROX COPIES OF THE REVIEWS THEMSELVES FROM SCHOLARLY JOURNALS

STAGE VII - Abstract Hypothetical Ability

"Write a 10-15 page seminar paper on "Monists, dualists and pluralists'"

Use: "History Syllabuses and a World Perspective" by A. Lyall
E.H. Carr, What is History?
H. Wieruszowski, Medieval Universitites
C. Haskins, Rise of Universities
J. Best, Benjamin Franklin on Education
I. Kant, On Education
J. Rousseau, The Emile
A.N. Whitehead, The Aims of Education
L. Kenworthy, Studying the World: Selected Resources
J.L. Hexter, Doing History.
W. Gray, et al., Historian's Handbook
E. Kent, Writing History
R. Ducharme et al., Bibliography for Teachers of Social Studies
I. Tiedt, Unrequired Reading: An Annotated Bibliography for Teachers
A. Sharrock, Home and School: A Selected Annotated Bibliography
Association of Teacher Educators, Annotated Bibliography on the Professional Education of Teachers
J. Landman, Bibliography for Teachers

In this project you would "unify":

The Hedgehog and Fox thesis;
The history of various monists and pluralists;
The history of education; and
Your own view of the validity of this way of looking at the past.

A very hard task. But worth trying.

During the past two weeks there have been a number of personal problems that resulted in our not having yet negotiated our contracts with each other. I hope that this week we will do so.

The other major item in your expectations was that we "walk through" the library to determine the resources that are available for you. I hope that we can do this as well this week.

Two weeks ago I introduced the "hedgehog and fox" theme for the semester. I also brought in several copies of contracts that students had negotiated with me at school - and one completed contract that showed what can be done with a "failing" student.

Learning contracts can be an exciting and challenging process for both faculty and students. If you use them in your teaching, you will be able to monitor the individualized growth of each of your students.

Last week, we began talking about the historical roots for the "hedgehog and fox" theory:

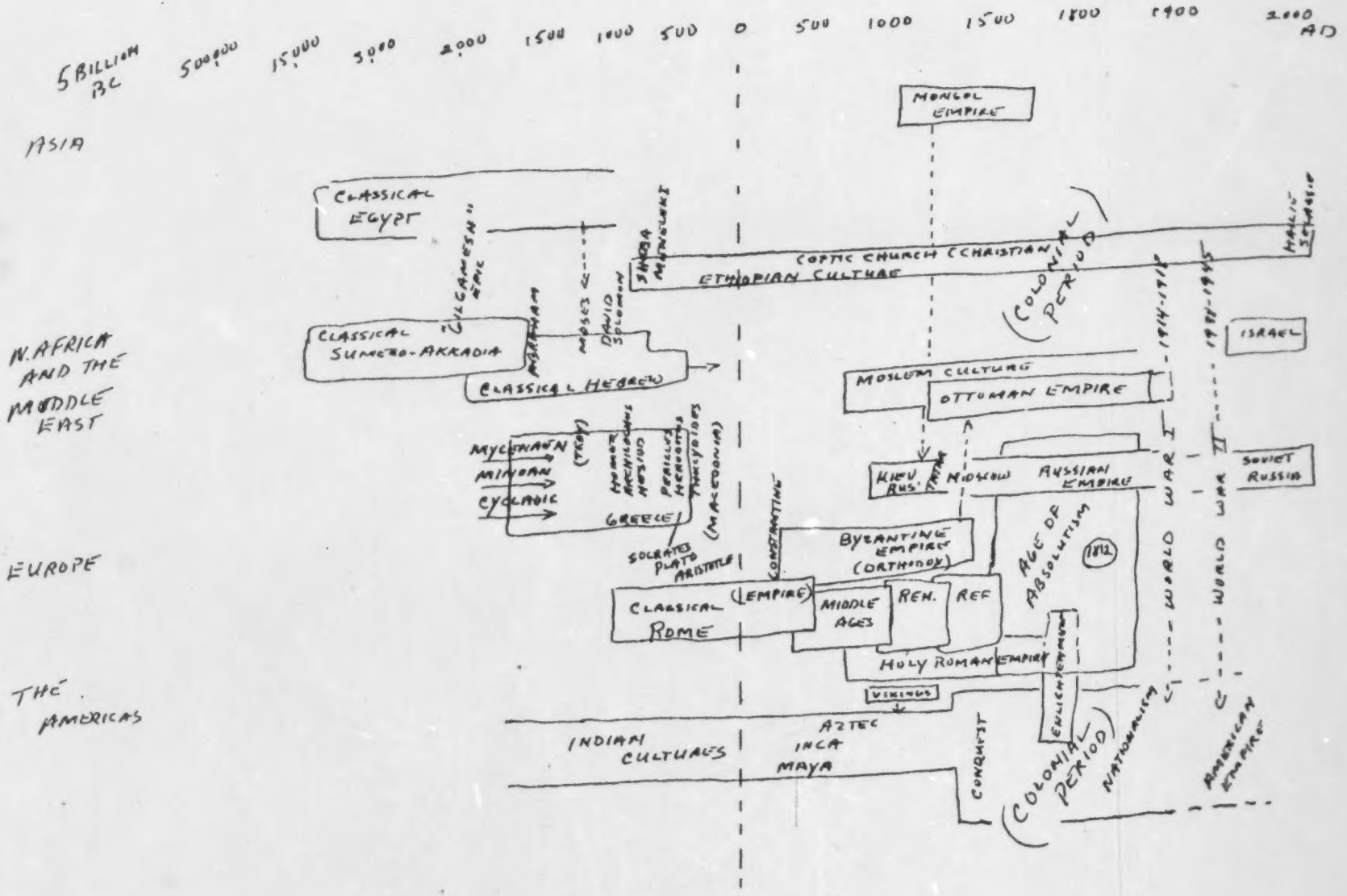
The resources that we used were:

I. Berlin, The Hedgehog and the Fox
R. Lattimore, Greek Lyrics
Herodotus, The Histories
J. Bury, History of Greece
I. Mendelsohn, Religions of the Ancient Near East

We did a whole learning chart and used linkage exercises to tie together the various cultural threads that stretched from classical sumero-akkadia to Greece to Rome to the middle period and the modern age.

I have reproduced that chart on the following page.

Soon I hope that you will begin taking responsibility for bringing in resources of your own on the topics listed on MS-20. This is an essential part of the "open classroom" format. Each person is free to choose resources from the lists (or elsewhere) that are of interest to them - but they are not free not to choose something. All of the resources that you select can be used on your contracts this semester.



whole learning chart

00049

MS-96

Blank whole learning chart:

5billion BC 500,000 15,000 3000 2000 1500 1000 500 0 500 1000 1500 1700 1800 1900 2000 AD

ASIA

NORTH AFRICA AND THE MIDDLE EAST

EUROPE

THE AMERICAS

CONTRACTS AND CONTENTS

You havenow negotiated your contracts for the semester. The process for one of you was tape recorded, and you may listen to the tape if you wish. The following were the steps that we followed:

1) I read your diagnostic materials:
   Historical Sensitivity
   Diagnostic Pre-test
   Personal History Form

2) I made up a profile for you while I was reading that was based on the diagnostic work and the work that you have done so far:
   Reading and writing ability and speed
   Analytic ability
   Awareness of bias
   Limitations of background work
   Areas of interest to you
   Areas where you need work
   etc.

3) Then I made suggestions on the contracts that you had already filled out:
   Books and activities that I thought you could/should handle.

4) Then we negotiated. If you really didn't want to do something that I suggested, I tried to explain my reasons, or suggest an alternative

5) Finally, we both signed the contract and made a xerox copy for security. I have kept your diagnostic work and will return it to you after the post-test.

Step four is critical. Students must have the "power" to choose from a list of suggestions what is really of interest to them. If you use contracts in your teaching, you will find that you have very definite ideas about what your students can/should do. Try to blend these expectations with what students actually want to do.

"Quality Control"

Building "quality control" into the contracts will be your hardest task as a teacher. What is written on the contracts must be so complete that it includes both a quantitative expression of the work to be done - and a qualitative statement of your expectations. I don't have

any easy solutions to this problem. If you retain the power to reject "low quality" work later, this is an examination contract. If you abdicate this power, then all a student has to do is fulfill the "letter of the law" and not its "spirit". This means that students can "rip off" a grade. Since it is very difficult to articulate standards for "quality", you should give a great deal of thought to these kinds of contracts. I use several devices:

1) Due dates for bibliographies and first drafts These allow you to see the work that students are doing while it is in process. You can make suggestions and critiques while there is still time for the student to change the presentation.

2) Clear statements of style - You might differentiate levels of style (e.g. Narrative, Analytic, Abstract) and articulate for your students what you think the different levels of sophistication are. This will allow you to reject a narrative paper (story telling re-hash) if the student has contracted to do an analytic paper. But here you must have a rather complete idea of the qualitative spectrum that you are dealing with, and the capability of the student to achieve along it.

3) Cut off dates after which all "grades" are at the discretion of the instructor. This technique tends to take care of the last minute/late paper/"all nighter" type product that some students are wont to submit. I know that it is a sneaky teachist trick, but most students who procrastinate on their work, and turn it in late, will do a pporer quality of work. I have used cut off dates in my classes and this has made it possible for me to have some control over the student who alks in two days after the final post test with a stack of unread xerox copies, books and purchased papers and wants an "A". (Such a case actually happened the first year that I used contracts).

4) Developmental schema - the seven stages actually have a built in quality control factor since the work advances in sophistication at each stage. If you use some form of developmental approach, you will assure that the quality of your student's work will meet your expectations simply by where you place the bulk ofthat student's work on the spectrum.

At some point you must make a "trust decision" however. There are no absolute quality controls. And if you want to include affective growth along with paper and pen cognitive growth in your students' contracts, you will have to trust that they really do want to learn. You will

be "ripped off" occasionally (how will you know, for example, that a student has spent two hours in a library looking at historical atlases) but to build a system based upon super secure checks and counter-checks (i.e. not on trust) seems to me to be in the long run counter-productive. The student will actually be cheating him/her self anyway.

It is for this reason that I use contracts with grades only because I have to. Ideally, learning contracts should not have punitive quality controls. There is now sufficient evidente that "grades" have almost no correlation with the quality of students' work (cf. WAD-JA-GET?) and it is almost like a doctor trying to "grade" his/her patients to build such an artificial system. But we must nonetheless survive in a system which is based on grades, so for the time being the idea of a "grade contract" is at best a "half-way house" with all of the advantages and disadvantages of such a state of limbo.

Library

We have walked through the Lesley Library and you are now familiar with the reference, periodical and index sections. You will note that the standard procedure for using a library is:

Bibliographies of Bibliographies

Bibliographies and Indexes (Indices?)

e.g. AHA Guide to Historical Literature
Harvard Guide to American History
Reader's Advisor
International Index
Biography Index
ERIC
etc.

Journals

Primary Source materials

Secondary Source materials

Tertiary Source materials

I hope that you can get your students to follow this process, because it is just the opposite of what most students actually do in a library (i.e. they go first to the encyclopedias - teritary sources).

We will set up a time to meet at the Coply library (Boston Public Library) next week.

EVALUATION SEMINAR

List all of the things that you have done so far this semester (books, activities, etc.) for the course:

Evaluate your own work thus far:

Evaluate the work of the instructor thus far:

Evaluation

"Evaluation should always help - not hurt."

"All evaluation is self-evaluation."

If you accept these two concepts of evaluation, your view of evaluation processes will change considerably from the traditional "red pencil mentality".

First, evaluation should not be an "after-the-fact" critique alone (although this is a part of evaluation). Rather it should be a continuous process with feed-back going to your students every day. This allows them to change and grow on the basis of your articulated expectations.

Second, people hear and learn only what they want to hear and learn. In the long run your students will not remember what they do not wish to remember. Therefore, the only meaningful evaluation that you will find in your classes will be the evaluation that students do for themselves. What do they know? What do they remember? Why do they remember one thing and forget another?

Traditional examinations measure only what the teacher wants to measure. To the extent that students also want to measure the same things, the examinations are valid. Since open classrooms blend the expectations of students, teachers and institutions, I have nothing against the use of tests and examinations - so long as the teacher (and the school) understands that what they want to measure may have nothing to do with the actual learning that students do. I don't think students should make up their own tests (or grades) any more than I think that only the teacher should be responsible for testing and measurement (or the school - through general "board exams" for that matter).

Just as a teacher knows whether he/she is doing a good job, so also do students know when they are proud or ashamed of their own work. When students are taught to measure themselves solely by their teachers' standards, they lose all self respect. When teachers are held accountable only through standards set by their administrators or school boards, they lose their sense of professionalism.

"Manipulation is not a bad thing."
-Old Russian Proverb

Hedgehogs and Foxes

We are now well into the topic of hedgehogs and foxes. It should be clear that the topic is merely a means for exploring the history of the whole world in one semester. We could have chosen a number of other topics (art, technology, politics, etc.) that would have served equally well. The blend of your interests with my own determined the choice.

The main point is that in all of the discussions so far, we have been using whole learning charts and developing a sense of periodization at the same time that we are doing analytic and abstract thinking (i.e. we are working at all seven stages simultaneously).

In terms of applying this method to your classrooms, first find out what "kind" of history your students are interested in (intellectual, diplomatic, social, etc.) then try to articulate several over-arching themes which can be explored in these areas. Allow the students to choose - and then add your own professional judgments to "fill out" the syllabus.

This is the format of the modular syllabus.

Content

operant forces:

centrifugal/centripetal
explosive/ implosive
light/ dark
aggressive active/ aggressive passive
tough minded/ tender minded
people of action/ people of ideas

examples:

King Darius/ Scythians
Napoleon/ Kutuzov
Job (god and the devil)
the "engineer" and the "artist"
Peter and Paul
Aquinas and Augustine
Loyola and Luther
Confucius and Buddha

Monism - Dualism - Pluralism

"Train up a child in the way that he shall go,
and when he is old he will not depart from it."
-The Bible

CONCEPTS OF UNIFIED EDUCATION

As a learning model, Unified Education is not new. Most philosophers of education pay some sort of due to the "holistic" and "integrative" aims of "whole person" learning.

In practice, however, institutions of learning of all sorts - including libraries, factories and offices as well as schools- have tended to follow a traditional liberal model for education. This model emphasizes rationalization of problems and curricula into discreet units. It stresses specialization and division of learning by disciplines.

Liberal education has been the dominant mode for learning in the United States throughout the past 150 years. And it has served us well. We have produced a goodly number of architects who are philosophers...and office workers who are poets. All this while at the same time educating brain surgeons, molecular biologists and specialists in 18th century colonial social life.

However, as our society has grown more interdependent during the past fifty years, a number of problems have arisen that cannot be solved by rationalization and division. Problems like overpopulation, energy, urbanization, alienation, poverty, resource allocation - and indeed problems of soul and spirit - these cannot be solved by aggregating specialists from a variety of disciplines in "panels" or "advisory commissions". Forty specialists from ten disciplines cannot solve a multi-faceted problem unless they can transcend the boundaries of their own training. This is the function of Unified Education.

In this sense then, Unified Education is not really inter-disciplinary - or even multi-disciplinary. <u>It is uni-disciplinary</u>. It accepts as valid the concept of synergy articulated by William James: that the whole of a problem is more than the sum of its parts. To be uni-disciplinary means to have a whole new general perspective about a situation. It always transcends the specific.

"Generalists" need not be thought of as "wool gathering" utopians. It is possible to have a sense of discipline (in the narrow meaning of that word) about the "undefined". It is possible to follow orderly procedures and logical processes while dealing with open ended and diffused problems. A holistic perspective can be just as rigorous as a careful dissection.

These then are the general attributes of Unified Education: a holistic perspective; a unidisciplinary methodology; and, a rigorous approach to generalization.

The Scylla and Charybdis of Unified Education are fantasy and fabrication. Without solid experiential data from a wide variety of sources the unified model breaks down. It becomes either a pleasant dream world or an artificial construct. People who employ the unified approach during the next ten years should avoid these double dangers.

The structures for learning that they create should have validity in terms of the three attributes listed above.

I hesitate to suggest it, but my tentative conclusion is that a pervasive dedication to humanism is one of the most logical rudders for unified educators to employ. I am wary of this since I know the pitfalls found in a too rigid adherence to any "ism". Nevertheless, the ethics of a unified perspective should be clearly articulated it it is to have universal validity.

The central problem of developing a holistic perspective is the creation of a time/content grid. There are no "final" solutions for problems. Learning about a situation that is in process is itself a process. Whitehead's perception of Process in thought must be plugged into a never ending systematic collection-analysis-projection spectrum. This spectrum is infinite. For example, a problem such as population is never static. Strategies fpr dealing with this problem must be based on a continuing process of collection of information, analysis and projection of goals (note: never statements of "conclusion"). This sort of amorphous process is never "tidy".

Change is endemic. A Unified perspective simply admits its impotence to conquer flux.

The central problem of a uni-disciplinary methodology is that its ground rules are continuously changing. One holistic problem may be approached in one way, while yet another must have a vastly different set of procedures.

I believe (and again I hesitate to affirm this) that a metaphorical methodology seems to me to be the best approach to most whole leaarning problems. Conceptual analysis, perceptual analysis and product analysis seem wholly deficient to me as methods of approaching whole problems.

William Gordon's work with metaphors as creative change agents seems to me to be on the right track. Methodologically he approaches "solutions" through metaphorically induced flashes of insight. It is a "chicken and egg" problem whether metaphors change situations or situations change metaphors.

In any case, whatever uni-disciplinary methodology is employed, the emphasis for the problem solver should be iconoclastic and transcendent. The primary mode should always be to "get above" the problem or situation. To see it with the roving eye of the eagle rather than the stationary view of the rock. Eschewing the stable comfort of the "familiar" is the hardest task for novices who wish to practice unified learning and teaching.

Finally, the central problem in adopting a rigorous approach to generalism lies in the reluctance of generalists to posit fixed point statements while events are in flux. There is more to be done, they cry. "We cannot project at this point without more data".

There is never enough data. Aspiring to wholeness is not the same as aspiring to completeness or totality (in fact, the latter seem antithetic to wholeness). The whole is what exists at this present moment. Decisions must be made - and projections offered - with the same tentativeness - and the same sureness - that characterizes the sea gull swooping towards a suspicious shadow.

To hide from generalizations under a cloak of professional specialization is wrong. To avoid projection while further collection of data is going on is wrong. To be afraid to be tentative is wrong.

The solution to this problem seems to me to lie in a kind of "positivism" that is willing to make projections while at the same time remaining open to revisions.

In sum, the philosophy of Unified Education is holistic, uni-disciplinary and generalist. The problems raised by these attributes are the attendant difficulties in collection/analysis/projection on a time/content grid; the flux of methodological ground rules; and the tentativeness

of generalists to "project" while they are in a stage of collection and analysis. The solutions to these problems that I would posit at this point are: a humanistic ethic, a metaphorical method, and a positivist stance.

Personal note: I coined the term Unified Education in December, 1969 at a conference on alternatives in education in New York City. I did so because there were basically two "camps" at that conference: the free school people and the open classroom people. Neither group seemed to be dealing with the problem of institutional structures which fragmented peoples lives (though at the time I thought the free school people were "getting it together".) The "do your own thing" mentality of the free school people turned me off. The fact that the open classroom people were on the brink of moving into behavioral modification, performance objectives and cost accounting methodologies seemed to me to be anti-humanist and a perverse mechanization of what to me is a beautifully flowing learning process. So I posited a whole problem, whole person, whole learning philosophy as an alternative to the fragmentation that seemed to pervade both camps.

Since that time I have been trying to articulate an institutional framework into which the philosophy of Unified Education could be incorporated. And I have field tested a few Unified Educational techniques in my classes (our discussion for next week).

Again, the philosophy of Unified Education is not new. It is an amalgam of many philosophers ideas. What is new is the attempt to create institutional forms and individualized techniques to match the word that others have used. (Cf. Evergreen State College).

Similarly, I coined the term "teachism" last year to describe the range of attitudinal forms that teachers exhibit which are analogous to "racism" and "sexism" in their variety and subtlety. I will add a section to this modular syllabus later on this concept. I mention it now, because I believe that the liberal model, the open classroom model and the free school model have not addressed the problem of teachism - and I hope that the Unified Educational model will.

TECHNIQUES OF UNIFIED EDUCATION

I believe that teachers have been using unified educational techniques for years now, so they are by no means "new" ideas. But what is new is the attempt to articulate a system of such techniques that can be used at all levels of learning.

WHOLE LEARNING CHARTS -

"What you know, you know. What you don't know, you don't know."

Stop time for a moment - what students know at that moment is what they know. It makes little difference what they learned a week ago - or what they will learn a week hence. Memory is inaccurate and incomplete - prediction is unreliable - prophecy is uncertain. What exists at the present moment in the minds and feelings of your students is what really exists.

The aim of all "whole" unified educational techniques is to capture the moment.

So much of education today is geared to the idea that what you learn today you will use tomorrow. "Know the following dates because...." This is not necessarily a bad thing. But it should be only a small part of the learning process rather than its dominant motif. If a teacher conceives of his/her function in Dicken's terms of "filling up empty heads with facts", then education is sure to fail.

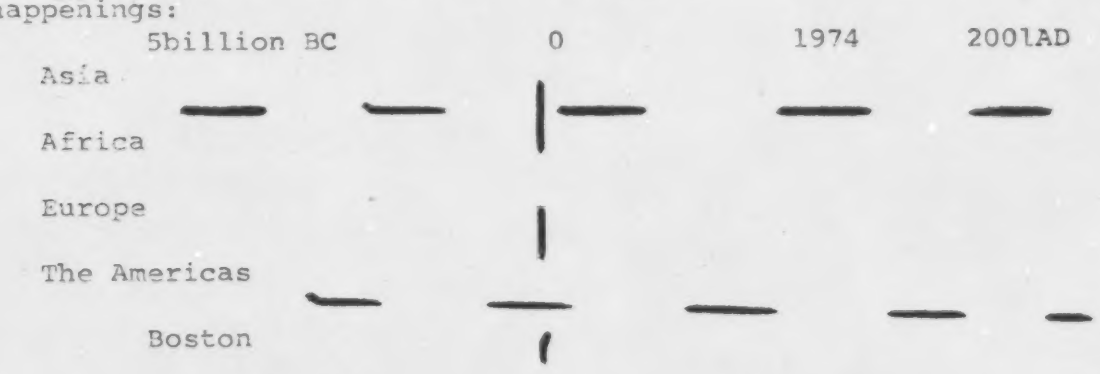
It is a quite different approach to start with what a student actually knows at a particular moment. This is the basis of whole learning. When you initially ask students what they know about a particular thing they will usually say "Nothing". In reality, they may know a great deal but have never integrated their thinking in such a way as to see its wholeness. For example, If you ask a class "What do you know about Africa?" and then write down the bits and pieces of unrelated responses, it will soon become apparent that there will be a great many fragmentary bits of information available. The function of the whole learning chart is to integrate these fragments - to find patterns - and to help students begin to feel that they do indeed know something.

Ask your students what they remember about yesterday - or last week - or last month. Record these remembrances on a large wall chart and point out the differences in their perceptions of the events that they have had a shared participation in.

A whole learning chart can be a graffiti board in its simplest form... or it can be a sophisticated time/content grid with geography and chronology as the matrixes....or it can be a three dimensional model.

In any case it is a "context". This is its function. Students remeber more when what they learn is in a context that starts with what they know and goes on to add the unfamiliar.

In practical terms, you can use whole learning charts by papering a whole wall at the beginning of the semester. Indicate large chunks of time (periodization, civilizations, etc.) and include the potential for present and future happenings:



Any time during the year that a new block of time is introduced - or a new event or person mentioned - place an entry on the wall.

You might also paper another wall and have the geography of its grid include feelings inside oneself... or relationships with people close to oneself.

You can use "rip-off charts" of large newsprint - do a whole learning exercise for each day and allow students to take them home.

Encourage students to take notes in class (or while they are reading) on a whole learning chart form. The notes will make more sense to them if they are in a chronological or

topical framework and context.

Whole learning charts are the key to contextual learning. Always try to describe forests on them rather than trees. Emphasize the general rather than the specific. Begin with what people already know and add the unfamiliar. The teacher's job is to initiate the organization of disparate parts into a coherent whole. For example, stress periodization before you stress dates, names and events.

Paste maps, pictures, charts, slogans, xerox copies of biographies, etc. onto the whole wall chart in their proper contexts. When a wall is full, take time to make reduced sized charts (or polaroid pictures) for each student. Only the major things will stand out. These are the things that students will remember - particularly the TV generation.

Through whole learning exercises students will be encouraged to posit statements on the basis of limited knowledge. Allow them to do this. It will give them a sense of their power. Never say (or imply) to a student that "you don't know enough, therefore you should keep quiet until you have read all the books that I have read." Build student's self respect by emphasizing their strengths (i.e. starting where they are really at).

LINKAGE EXERCISES

Another unified education technique is the use of linkage (association) exercises. Try to help students discover links between seemingly disparate events, names, occurances, cultures, etc.

Set up special times in the classroom when the conversation "floats" easily from point to point on the basis of one student's triggering an associated response from another. Follow the links wherever they go.

But at the same time the teacher's role is to try to fit the linked concepts into generalized patterns and to help students articulate why they moved from one subject to another. It is imperative that teachers articulate these contextual patterns and point out what appears to them to be the reasons for the linkage. Students will soon pick up on this technique and be able to articulate for themselves why they think one idea leads to another.

This kind of training will be invaluable later for students when they are asked to solve problems.

For example, give the students a word or a problem and ask them to "play" with it - examining it from each of their different perspectives. Comment on how one student will perceive a word (or a problem) in an entirely different way than will another student.

These exercises will strengthen student's abilities to articulate and integrate. Linkage is the basis for a multi-linear sense of chronology (Stage V Phase 2 above). But it is larger than this. It is a key to how peoples' minds work. Most people remember well through association and they utilize only that which is relevant at a particular moment. While they are working on a project (e.g. the study of the Civil War) they become "experts" if they find utility in their knowledge. Soon they will forget much of their content learning... but they will not forget the "way" in which they learned it... this is the justification for linkage training.

WHOLE PROBLEM SOLVING EXERCISES -

Often students are aksed to solve problems by dividing them into units. They run to the dictionaries and encyclopedias to "define" words and "research" events. They are taught to avoid generalizations and present ideas in terms of specific agreed upon tertiary source definitions of fragmentary and narrow "solutions".

Reverse this process. Turn it upside down. The result of definition and division in problem solving is that students seldom see the "whole" problem. They deal only with its parts (e.g. the economic implications of.... or the social implications of ..... etc.).

Many students study Greek History, then Roman History, then the Middle ages... but they never study world history. They never see the whole world all at once. No matter how adept they become at describing trees - they never get to the point of seeing forests.

In setting up whole problems for your students to solve, make sure that the areas covered are multi-faceted. Help students integrate data from a variety of disciplinary sources so that they can see problem solving as something more than just rationalization and definition. Maximimze parameters.

GIVE each student a choice of a problem to solve each week - gear the problems to the age and sophistication of

each student. Use your creativity to come up with problems that are "process" problems (i.e. in a state of change). For example, a high school class might be asked "Where will technology take communications in terms of personal privacy during the next twenty years?" Or an elementary school student might be asked to "compare ZOOM on TV this year with what you remember about it from last year - then try to figure out what it will be like next year." Allow students to use social, economic, historical, literary, ethical and subjective personal data. Have them come back the following year and check their solutions against what they then perceive to be the case.

Allow students to posit tentative solutions. Then check these solution sometime later to see if students want to change their minds based upon the new place that they find themselves in.

This is the way real life whole problem solving should be done. You are teaching your students how to solve process problems.

You will thus reinforce students' powers of selectivity (in terms of sources) logic (in terms of method) and creativity (in terms of speculation and evaluation). Allow as much diversity as possible. One of your students may come up with a viable solution to the air pollution problem twenty years from now if she/he is trained in this technique now.

UNIVERSALS EXERCISES

Ask students to posit things that they believe to be universally true- or universally false - or good for all people - or bad for all people. Part of the fragmentation that many people feel today stems from the learning patterns that they have established. If students can be trained to think (at least some of the time) in terms of universals, then there is a possibility that they will developa a "whole world" sense.

In the early years of schooling you might wish to introduce universals through "folk wisdom", songs, tales, ballads, etc. In later analysis, you can then deal with ethnic differences, cultural analogies, etc. and still have a basic feeling of "humanity" maintained by the students.

ARCHETYPE EXERCISES

You have done an archetype exercise this semester: we dealt with the "hedgehog" and "fox" archetypes as well as the C.P. Snow thesis concerning two cultures.

The aim of these exercises should be for your students to get above the particular and find expressions of similarity (or difference) that can distinguish patterns. Give your students a list of seemingly disparate elements (events, mathematical figures, etc.) and have them posit archetypes.

MODEL EXERCISES

Model theory in learning is fairly well developed. Look on the resource list for a number of recent articles that deal with the use of models in the classroom.

Again, the aim of this sort of exercise is to have students develop the ability to create real models (either verbal or physical) from or for an abstract set of seemingly disparate elements.

Ask your students to construct models for all sorts of things - places, events, concepts (in that order). The more adept they become at constructing models, the more they will be able to visualize whole problems.

Compare students models. Point out similarities and differences in each of their perspectives on a particular thing. Generalize from these perceptual differences to problem solving techniques in which each individual has a particular way in which they approach every problem. Make sure that your students know why they see things differently from each other.

In its most sophisticated development, you should be able to have your students construct a model for "justice", or "love" , or "freedom".

Let students use their whole environment in constructing models.

ANALOGY AND METAPHOR EXERCISES

People can be trained in the rigorous use of analogy and metaphor at a fairly early age. We talked in class about teaching the concept in history that cultures do not always "progress". Sometimes they decay. And I suggested that you bring in a green banana on Monday and ask the children what has happened to it by Friday. This will develop a sense of chronology (Phase 2 - see below) and at the same time strengthen people's concepts of "right time" and "right place".

I would suggest that you get a copy of Bill Gordon's Book The Metaphorical Way and become familiar with some of the techniques that can be used to stimulate creativity.

The main danger in using analogy in teaching a sense of history is that some teachers will fall back on the old saw that "History Repeats Itself". They will say: "Study the Past So That You Do Not Make The Same Mistakes Twice". This is rubbish.

Analogy is merely a tool by which the familiar can be re-stated in a new way. Metaphors are merely tools by which the familiar can spark insights into the unfamiliar.

EVOLUTION EXERCISES

Whenever possible, try to help your students articulate gradual change. Often it is the case that teachers of history teach only those events that are "revolutionary" (i.e. in the eyes of historians these events are significant because they are crisis laden or drastic in some widespread way).

The emphasis of whole learning is (and should be) on both the micro as well as the macro world. Watch the film Cosmic Zoom sometime (Canadian Film Board).

Structure exercises that will emphasize slow development over a long period of time (long in this case being relative to the age of the student).

DEVIANCE EXERCISES

Teachers often teach (or exhibit) norms. Seldom do they stress deviance as a process for determining norms. In terms of whole learning and whole problem solving, it is essential that people be aware of both the norms that they employ as

well as the differences that preceded them.

For example, state a "rule" or a "law" and ask your students to think of as many exceptions to that rule as possible. This will sharpen up their ability to handle a variety of perspectives while at the same time reinforcing the need for norms.

INTEGRATION EXERCISES

Circle exercises - Draw a circle and include within the circle all of the ramifications of a particular problem or event. Include everything. Any thought that any student has or can remember should be placed randomly within the circle.

The aim of this kind of exercise is to have students develop the ability to create a simple whole from a variety of complex parts.

Circumfrence exercises - Start at a partciular point and go through a step by step process of getting back to the same point. Plot these points on a circle

Spiral exercises Once students are able to do both of the above well, try stretching the circles out into spirals. Then integrate various spirals where they touch each other. This will prepare students for a Phase 3 (Stage V) sense of chronology (see below)

You will have to take these generic exercises and develop your own specific applications for the age group of students that you are serving.

All of these ideas are fairly new to me, and I have not had the time to think through their implications fully. What is at stake however, is clear: this is an attempt to rationalize a system for teaching certain ways of thinking, reasoning, problem solving and decision making that seem to me to be an important part of the "hidden" curriculum at the moment. Teachers already use these devices and techniques. But most often it is an intuitive sort of thing. I hope that we can develop a systematic (and therefore replicable) model for the teaching of "wholeness".

TEACHING AND DEVELOPING A SENSE OF CHRONOLOGY

N.B. Please review the sections in this syllabus on chronology (MS 14 ff.) as well as the sections of the History of Ideas Syllabus (MS 11, 55 etc.).

The first, and most important, point about teaching a sense of chronology is that

TEACHERS THEMSELVES MUST HAVE A SENSE OF CHRONOLOGY

They cannot pass on what they themselves do not feel.

Having a sense of chronology means having a sense of time - PAST, PRESENT AND FUTURE TIME. This means a sense of duration. And for a generation "in search of a future" it is a critical element in their education.

I am impressed by the fact that very few teachers of history or social studies that I meet have a sense of periodization. They have never "gotten it together" enough to be able to close their eyes and see the whole world's history all at once.

Did the reformation come before the renaissance? Were the Mongol Empire, the Viking expansion and the Renaissance all happening at the same time? Was the Kingdom of Songhai happening at the same time as the Aztec Empire? Few teachers can sit down and make a whole learning chart that includes the history of twenty or thirty major civilizations (and periods within civilizations) that existed during the past five thousand years.

They teach Greece, then they teach Rome, then the Middle Ages, etc.... but the relationships... the wholeness of the past is never transmitted to their students because they do not themselves see it.

Without a sense of duration - a sense of time - there will not be a generation of students prepared to plan for the future. (And note, the word is "plan" - we talked about the difference between "living for the future" and "planning for the future" - delayed gratification should be a sparingly used seasoning at the gourmet table of the present - or as Janis Joplin says: "Like we learned on the train - tomorrow never comes - it's all the same fuckin' day.")

In terms of future history, this means that teachers must STOP TEACHING HISTORY AS THOUGH IT IS NOTHING BUT THE DEAD PAST.... chock full of facts and dates.

What the teacher knows right now is what history actually is.

Techniques - STAGE V (SENSE OF CHRONOLOGY)
Phase 1 (Linear Sense of Chronology)

1) Always teach forests instead of trees. This is just the opposite of most history teaching now being done. Stress general periods rather than specific events, dates or people.

2) Use age charts, family charts circle charts, whole learning charts, building blocks, construction stuff, strung beads or dissimilar objects, to teach a sense of linkage. Linkage is the earliest and most rudimentary sense of chronology.

3) Use personal histories, medical records, biographies, journals, diaries, chronicles to teach sequence.

4) Use growth charts and developmental shema (e.g. measure student's physical growth by months instead of inches) to teach students the relationship of time and space.

5) Use myths, legends, fairy tales, and fantasy to teach a concept of past and future time. Use media to get student to "feel" the past and the future.

6) Do the "sub [illegible] stop" test: do people know what is coming next in a sequence?

7) Bring a stack of old newspapers into the classroom and let students cut out a series of cartoons covering several years. Have them note the changes that the people go through.

8) Keep a collection of old (and very old) calendars. When you are talking about 1933 bring out the calendar (with its pictures) for that year.

9) Do the same with old telephone books, Sears Roebuck catalogs, etc.

10) Make a video-tape chronicle from TV.

11) Do whole learning charts for each day, each week, each month, each year... always leave room for the future.

12) Have students do "prediction" exercises to develop their sense of future history.

Phase 2 - Multi-Linear Sense of Chronology

In Phase 2 people should begin to be able to apply the kinds of thinking that go beyond Stages I-IV (this is the basic emphasis of Stage V - Phase 1 sense of linear chronology).

All students should have a strong sense of Phase 1 linear chronology by the time they leave 6th grade. They should also have begun working on the more sophisticated Phase 2 level.

Apply the techniques listed above (MS 58-65) for Unified Education at this level. Use the analogy, metaphor, model theory, Integration, Deviance, Archetype, and Evolution exercises to teach students how to develop relational awareness between things, events and concepts. This is more than just "stringing pearls" (as in Phase 1). What you must now do is teach students to find relationships between things that are causal, circumstantial and predictable rather than capricious.

1) Turn circles into spirals - then cross spirals at points that make sense. For example, make a spiral for Hebrew culture and another for Ethiopian culture - have them cross at the Legend of the Queen of Sheba and King Solomon. Or cross the Vikings with the American Indians. Or the Mongols with the Russians.

2) Use analogy and metaphor exercises for ages of plants, animals, cultures and ideas.

3) Have students take time trips and make time capsules.

4) Start with the present and move into a museum slowly by decades (never jump back a thousand years in one leap and expect your students to follow you - time is space.)

5) Go to graveyards and county courthouses where

birth and death records are kept. Note the difference between crumbling artifacts and shiny new things.

6) Make maps - how long did it take Columbus to get to central America - then call Pan Am and find out what their flight schedules are.

7) Get calendars and clocks from all over the world.

8) Have students sit with their eyes closed and tell you when a minute is up. Point out the differences in their own conceptions of time - and then see how their senses of time change throughout a year.

9) Teach anachronisms.

Phase 3 - Three Dimensional Sense of Chronology

Very few people that I have met have this kind of a sense of chronology. It is an art form and a philosophical posture. It is a sense of perspective more than a knowledge.

1) Do universal exercises and try to add model exercises which will create a visual concept for all of the histories of all of the peoples of the world - past present and future.

(P.S. I don't have this sense of chronology yet. (ㅠ))

2) Use computers, atomic clocks, etc. Make your own clocks and calendars (one hundred minute hours etc.)

3) Use science fiction.

4) Be careful not to flip out.

Conclusion

It's been a very short semester.

Have we met our expectations by this course? Did we blend the expectations that each of us (plus Lesley College) had for what it means to explore "Open Classroom Teaching for Social Science Teachers"?

"What you know, you know."

Please keep in touch.

Les